DOCUMENT RESUME

ED 198 340 CE 028 029

TITLE	Exploring Careers. Social Service Occupations.
INSTITUTION	Bureau of Labor Statistics (DOL), Washington, D.C.
REPORT NO	BLS-Bull-2001-13
PUB DATE	79
NOTE	35p.; Photographs will not reproduce well. For related documents see CE 028 017-131.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Career Awareness; Career Choice; *Career Exploration; *Clergy; *Counselors; Educational Needs; Education Work Relationship; Employment Qualifications; Junior High Schools; Learning Activities; *Occupational Information; Resource Materials; Self Evaluation (Individuals); *Social Services; *Social Workers; Work Attitudes

ABSTRACT

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This thirteenth of the series, "Social Service Occupations," presents an overview of jobs in the helping professions, such as counselors and medical social workers. Narrative accounts focus on a Protestant minister and a social worker, describing what they do and how they prepared for their careers. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as church volunteer work and participation in organizations like Big Brothers or Big Sisters are suggested. A Job Facts section lists nature and places of work, training and qualifications, and other information for thirteen occupations, grouped in occupational clusters of counseling, clergy, and other social service occupations. ("Exploring Careers" is also available in a single volume of fifteen chapters.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Exploring Careers

Social Service Occupations

U.S. Department of Labor
Ray Marshall, Secretary

Bureau of Labor Statistics
Janet L. Norwood, Commissioner
1979

Bulletin 2001-13

ED198340

CE 028 029

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

Exploring Careers is available either as a single volume of 15 chapters or as separate chapters, as follows:

The World of Work and You
Industrial Production Occupations
Office Occupations
Service Occupations
Education Occupations
Sales Occupations
Construction Occupations
Transportation Occupations
Scientific and Technical Occupations
Mechanics and Repairers
Health Occupations
Social Scientists
Social Service Occupations
Performing Arts, Design, and Communications Occupations
Agriculture, Forestry, and Fishery Occupations

Photograph Credits

Photography for *Exploring Careers* was directed by Max L. Carey of the Bureau of Labor Statistics, Division of Occupational Outlook. Members of the Division's staff who assisted with obtaining and editing photographs were Anne Kahl, Kathy Wilson, Chester Curtis Levine, and Gloria D. Blue. Contributing photographers were Al Whitley of Whitley Associates, and Harrison E. Allen, Robert Donaldson, and Fleming P. Rose of the U.S. Department of Labor, Division of Graphic Services. The Bureau gratefully acknowledges the cooperation of the many government and private sources that either contributed photographs or made their facilities available to photographers. Depiction of company or trade names in no way constitutes endorsement by the Department of Labor. Some photographs may not be free of every possible safety or health hazard.

Government Sources

Federal. Armed Forces Radiobiology Institute; Board of Governors of the Federal Reserve System; Bureau of Prisons; Department of Agriculture; Department of Health, Education, and Welfare; Department of the Interior; Federal Aviation Administration; Government Printing Office; National Aeronautics and Space Administration; National Institute of Mental Health; National Park Service; Smithsonian Institution; Tennessee Valley Authority; and U.S. Postal Service.

State and local. City of San Antonio; City of San Diego; District of Columbia—Department of Human Resources, Police Department; Fairfax County (Va.)—Public Schools, Public Libraries; Maryland National Capital Park and Planning Commission; Montgomery County Public Schools (Md.); University of Texas Health Science Center at San Antonio; and Washington Metropolitan Area Transit Authority.

Private Sources

Individuals. Robert Devlin; Robert Miller; The Honorable Eligio de la Garza; The Honorable Henry B. Gonzalez; The Honorable Daniel K. Inouye; and David Weitzer.

Membership groups. Air Transportation Association of America; American Iron and Steel Institute; American Petroleum Institute; Associated General Contractors of America; Association of American Railroads; Chamber of Commerce of the U.S.A.; International Association of Machinists and Aerospace Workers; Motor Vehicle Manufacturers Association of the U.S., Inc.; National Education Association; and United Brotherhood of Carpenters and Joiners of America.

Industry and business. Allen-Mitchell and Co.; American Telephone and Telegraph Co.; Arlington Hobby Crafters; Babcock and Wilcox Co.; Badger America Inc.; The Big Cheese; Blake Construction Co.; Bob Peck Chevrolet; Carl T. Jones Associates; Chase Manhattan Bank; Chessie System; Cycles Inc.; Del Mercado Shell Service Center; Everhart Jewelers; General Truck Sales; The Hecht Co.; Hyatt Regency of Washington; Heritage Exxon Servicenter; International Business Machines Corp.; Mayflower Hotel; Merrill Lynch Pierce Fenner and Smith, Inc.; Navy Marshall and Gordon; Nike of Georgetown; Riggs National Bank; Southeast Auto Supply; State Farm Insurance Companies; Texaco Inc.; WGMS Broadcasting Co.; Westinghouse Electric Corp.; and Westvaco Corp.

Publications. Arlington News; Co-ed Magazine; Law Enforcement Communications; The New Prince George's Post, and *The Washington Post.*

Other. Alexandria Archaeology Research Center (Va.); American National Red Cross; Catholic Charities of the Archdiocese of Washington; Folger Shakespeare Library; Forsyth County Heart Association (N.C.); George Washington University Hospital; Model Cities Senior Center (D.C.); St. Columba's Episcopal Church (D.C.); St. Thomas Apostle Catholic Church (D.C.); United Way of America; Visiting Nurse Association of Washington, D.C.; and Washington Hospital Center (D.C.).

Preface

Exploring Careers is a career education resource for youngsters of junior high school age. It provides the kind of information about the world of work that young people need to prepare for a well-informed career choice. At the same time, it offers readers a way of learning more about themselves. The publication aims to build career awareness by means of occupational narratives, evaluative questions, activities, and career games presented in 14 occupational clusters. *Exploring Careers* emphasizes what people do on the job and how they feel about it and stresses the importance of "knowing yourself" when considering a career. It is designed for use in middle school/junior high classrooms, career resource centers, and youth programs run by community, religious, and business organizations.

This is 1 of 15 chapters. A list of all the chapter titles appears inside the front cover.

Exploring Careers was prepared in the Bureau's Division of Occupational Outlook under the supervision of Russell B. Flanders and Neal H. Rosenthal. Max L. Carey provided general direction. Anne Kahl supervised the planning and preparation of the publication. Members of the Division's staff who contributed sections were Lisa S. Dillich, David B. Herst, H. Philip Howard, Chester Curtis Levine, Thomas Nardone, Debra E. Rothstein, and Kathy Wilson. Gloria D. Blue, Brenda Marshall, and Beverly A. Williams assisted.

The Bureau gratefully acknowledges the cooperation of all the workers who agreed to be interviewed and photographed, the teachers and students who field tested a sample chapter, and all who shared their ideas with BLS. Many people in the counseling community offered encouragement and support. Special thanks for her generous assistance go to Cathy Cockrill, Career Education Curriculum Specialist, Fairfax County Public Schools, Fairfax, Virginia.

Although they are based on interviews with actual workers, the occupational narratives are largely fictitious.

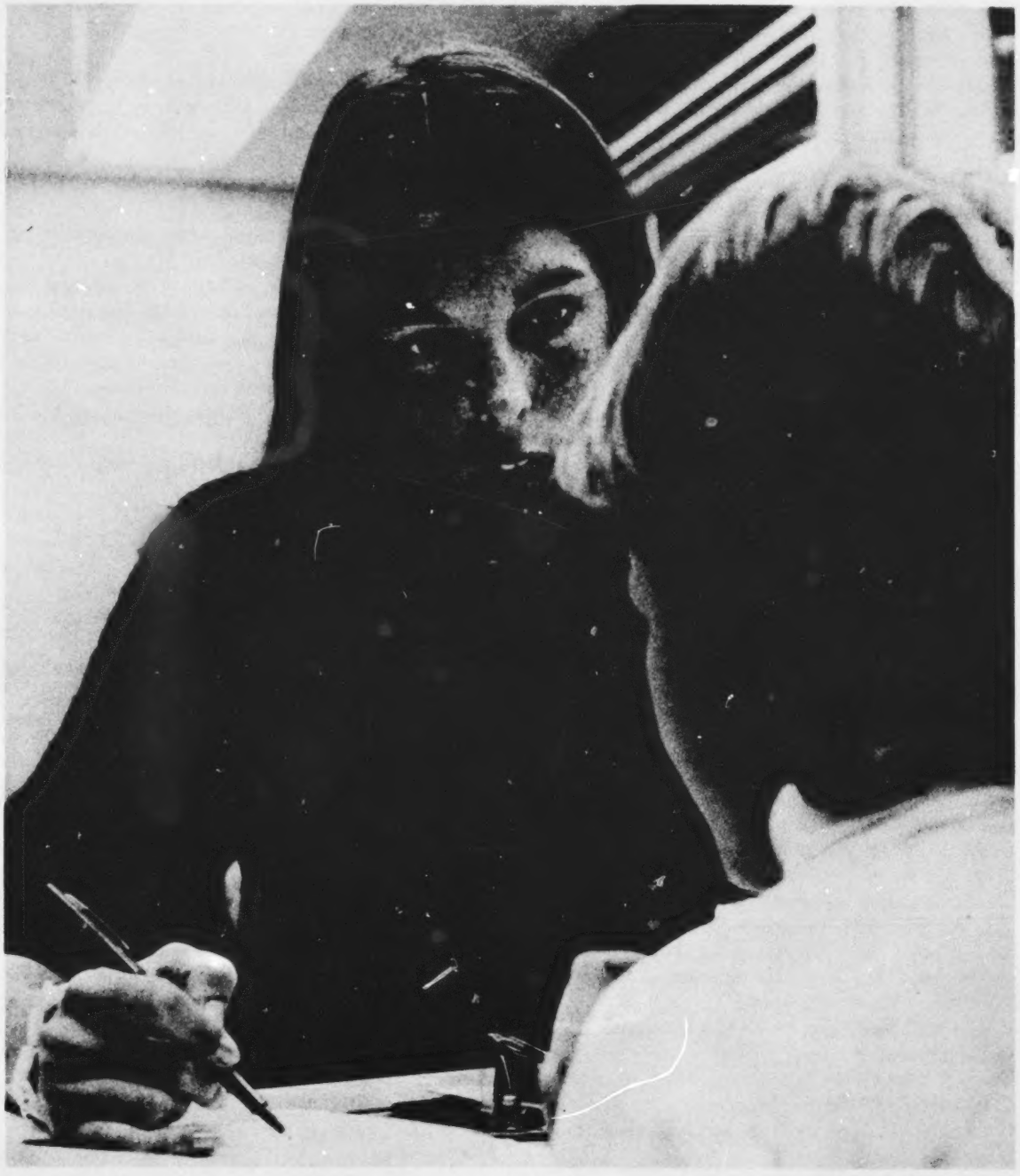
Material in this publication other than photographs is in the public domain and may be reproduced without the permission of the Federal Government. Please credit the Bureau of Labor Statistics and cite *Exploring Careers,* Bulletin 2001.

Contents

	Page
Social service occupations	1
Protestant minister	9
Social worker	16
Job facts	23

Exploring Careers

Social Service Occupations



In colleges and universities, counselors help students prepare for the job hunt after graduation.

Brrringgg! Brrringgg! Brrringgg! The phone rang persistently.

"Hello. This is Teen Hotline. My name is Gary. Can I help you?"

"I don't know," replied the caller defiantly.

"Tell me what's on your mind. I'm here to listen," responded Gary in a pleasant, easygoing voice.

"My parents are impossible—I can't stand living with them any longer. I'm going to run away!"

"You're going to run away?" repeated Gary. His matter-of-fact tone let the caller know he was with him.

The caller continued. "I just don't know what to do anymore. I'm being treated like a child and I'm not going to take it any more!"

"When did all this start?" Gary's manner encouraged the caller to open up. He seemed interested in hearing the details.

"Oh, I don't know. They're down on me all the time. Always picking on me to mow the lawn, to do my homework, to get home early. Nag, nag, nag. And nothing I do is ever good enough for them! They criticize my grades, tell me my friends are no good, bug me about playing my stereo too loud. They keep saying I'll never make anything of myself ... I don't know what they want."

The caller paused for a breath. Then he burst out, "I'm just sick and tired of being treated like a little kid!"

"Sounds like your parents have a lot of rules."

"I'll say," exploded the caller. "Rules, rules, rules, that's all my parents ever think of. And do you know the worst rule of all? I can't use the car!"

"Sounds like you're pretty upset about that. How did that come about?"

"Oh, well, there was an accident. Last year. I sideswiped a truck when I was driving my mom's car."

"Bad news."

"Right. My mom was pretty mad about it. It was a new car, you know? She had to get a new door and a new fender, and then she didn't like the paint job."

"You say your mom was pretty mad?"

"You're not kidding! Both my parents yelled and carried on about it. They kept after me and after me about it. Really made me feel bad."

"What I hear you saying is that you felt badly enough about the accident as it was ... "

"Yes, that's right, I felt terrible, that's what my parents don't understand," said the caller excitedly. "To hear them tell it, you'd think I didn't care at all about those accidents."

"Accidents?"

"Well, yes, as a matter of fact something else happened. I have crummy luck."

"Tell me about it."

"About a month after I banged up my mom's car, I was driving my dad's car. That one wasn't a new car, you understand, just an old tin can he used to drive to work. Anyway, I swerved, lost control of the car, and totalled it. The police said I was going too fast."

"Too fast?"

"I guess so, I really was moving along. No one was hurt. The car was smashed up, though. To hear my dad tell it, I'm the rottenest kid in the neighborhood. Totally irresponsible."

"And that's when they took your driving privileges away?"

"Right. That's when they lowered the boom on me."

"How did you feel about that?"

"Well, at first I felt so bad about the cars that I felt I deserved it. But those accidents took place 10 months ago! I feel I've paid for my mistakes. It's time for my parents to let up a little. I want them to let me have the car this summer. But they won't hear of it."

"Are they planning to let you drive again when the year is up?"

"Yes. Or so they say. But that's 2 months from now!"

"You don't believe them?"

"Oh, yes, I believe them. But I need the car now. It's summertime. Two months from now I'll be in school again and I won't need the car as much." The caller grew more agitated. "Tonight we had a big blow-up over it. I told them I was going to leave! What do you think I should do?"

"I take it you're not sure whether you want to leave or not?"

"Well—it could be the only way out of this. As I said before—I can't stand being treated like a little kid. Besides, some of my friends think I should leave."

"How is it that you've gone along with this for 10 months without running away?"

"Well, it's not as though I haven't thought about it!"

"What are some of the things that make you hesitate?"

"I guess I feel it will mess things up between me and my parents even more than they are right now. What do you think?"

"Well, I'm wondering what else makes you uneasy about trying it ... "

"I guess I think it would be a chicken way out. To run away from something instead of seeing it through," said the caller, interrupting Gary.

"Is that important to you ... to see things through?"

"Yes, I guess so. I can usually stick in there until the very end. I guess I'd better sit tight and wait another 2 months."

"Sounds like you've made a decision."

"Yes. Thanks for listening .... "

To do their jobs well, those in the helping professions must be genuinely interested in other people.

Gary's call was one of many that came into Teen Hotline that day. Gary is a college student majoring in psychology; he volunteers at the Hotline one afternoon a week. Himself just a few years older than the would-be runaway, he sensed that the youth just needed to talk through his family problems.

And that was what the hotline was for: Volunteers like Gary were trained to listen and help callers sort out their feelings. In this case, Gary had relieved the youngster's panic and had, by listening, given him the feeling that he counted. The youth seemed able to take it from there.

Family disputes like this one were behind many of the calls. So were dating problems. But calls on any subject were welcome, and youngsters called the hotline every day because they were lonely or depressed. They called with questions about sex, drugs, jobs, medical help, shelter for runaways, you name it.

Not all of Gary's calls go as smoothly as this one. Sometimes a caller gets angry and upset and hangs up abruptly. Sometimes Gary can tell that the situation is too serious for him to handle by himself. He suggests that the caller come in to talk with one of the counselors at the community center where Teen Hotline has its headquarters.

No matter what hour of the day it is, there usually are a few youngsters at Teen Hotline's drop-in center—just sitting around and talking things over among themselves. A trained counselor is on hand most of the time to talk out serious problems and direct youngsters to other sources of help in the community: Doctors, lawyers, psychologists, social workers.

The Helping Professions

The counselors and volunteer listeners at Teen Hotline are in the business of helping others. In fact, helping

This psychologist needed years of training to learn how to help people deal with their emotions.

people is such an important part of the job that social workers, counselors, and clergy are called members of the "helping professions." To do their jobs well, they have to be people-oriented. They must like people, be interested in all kinds of people, and have a genuine desire to help others.

Caring about people and wanting to help them is not enough, though. People in these occupations must be good at dealing with people and relating to them. They must have a manner that inspires trust and confidence. Nearly all of them have had training in how to deal with people and their problems.

Gary had been taught to handle phone calls like the one from the youngster who was having trouble with his parents. When he was first accepted as a peer counselor at Teen Hotline, Gary went through a course that taught him when to speak and when to listen. He had learned how to phrase probing questions. He had attended lectures, practiced role-plays with other volunteers, used audio tapes of crisis situations, and listened in on actual phone calls handled by experienced volunteers. Only then was he permitted to take his first call.

People who have professional jobs in this field need considerably more training than a hotline volunteer does. You probably know that doctors must study for years to learn enough to take care of people's bodies safely and wisely. Similarly, it takes years of training for a psychologist or a counselor to learn enough to help people deal with their feelings, emotions, fears, and worries. It also takes time to learn how to help people with their practical problems.

Supervision and backup are very important in this field, where people with different backgrounds and skills often work together as members of a team. Some have years of professional training; others are aides and volunteers like Gary. Their joint efforts help people who are troubled or unhappy. Gary knows that he can count on backup from the counselors and youth workers at Teen Hotline. That way, he handles telephone calls more confidently than he would if he were all on his own. He knows his limits, and has learned which calls to refer to other members of the staff. If a caller threatens suicide, for example, Gary knows what to do.

Now let's take a closer look at these occupations.

Social Service Occupations

Social Work Occupations

Social workers help people cope with crises that threaten to disrupt their lives. They help their clients understand what is happening to them and why, so that they can find their own solutions.

Social workers assist families that are being torn apart by poverty, alcoholism, drug abuse, behavior problems, or illness. They help children in many ways: They find families to adopt or provide foster care for children whose parents can't take care of them; they see to it that needy families are able to give their children proper food, health care, and schooling; they step in when there is evidence of parental neglect or abuse. *School social workers* help students who have such severe personal or family problems that they can't concentrate on learning. Social workers such as those at Teen Hotline give young people guidance and support so that they will learn to deal with their changing lives and develop into responsible adults. Some social workers do corrections work—they counsel juvenile delinquents and serve as *probation officers* or *parole officers*.

Sometimes, the problems that families and individuals face are so complicated that it takes people with several kinds of training to suggest a solution. This is one important reason why social workers have teamed up with members of other professions: Medicine, nursing, therapy, psychology, education, law, and religion, among them. A *medical social worker*, for example, may counsel a hospital patient who is feeling hopeless about his illness and advise the family as well—perhaps suggesting ways of caring for the patient at home that won't totally disrupt the family's normal routine.

Growing attention is being given within the social work profession to directing and influencing social change. Social workers whose specialty is social planning work with health, housing, transportation, and other planners to suggest ways of making our communities more wholesome places to live. Social workers use various forms of direct action to help people deal with some of the basic forces that shape their lives. They may, for example, do research to identify community needs; publicize their findings; draft legislation; or comment on government proposals in such areas as housing, health, and social and welfare services.

Counseling Occupations

Counselors help people understand themselves. They help them come to terms with their lives. And they give them the support and encouragement they need to make the most of their opportunities. Counselors usually specialize.

Family and child welfare is an important social work specialty.

Rehabilitation counselors help people with physical, mental, or social disabilities. They help them deal with the tremendous psychological adjustments they may have to make in order to cope with a handicap. They encourage their clients to learn new skills and to live as normally as possible. Some of their clients have been retarded or handicapped since birth. Others face the shock of blindness, or deafness, or an amputation when they are already grown. Such is the case, for example, with veterans who were badly injured or disfigured in the line of duty.

School counselors help elementary and secondary school students plan their courses and decide what they will do after they graduate. They spend a lot of time helping students with personal problems—behavior problems, family disputes, emotional upsets.

College career planning and placement counselors help college students choose a career and advise them on the kind of training or experience that will best help them find a job. They usually help students set up job interviews and give them ideas on how to prepare for these interviews.

Employment counselors help people of all ages plan careers and find jobs. Their advice helps people figure out what kind of work they're best suited for, and then prepare for it. They also give their clients tips on the best way of looking for a job.

Clergy

A career in the clergy is unlike any other. Members of the clergy counsel people of their faith and provide spiritual leadership within their communities. They enable people to worship according to the dictates of their consciences. As spiritual leaders, members of the clergy are widely regarded as models for moral and ethical conduct.

They frequently counsel people who have problems in their jobs, homes, schools, or social relationships; often, these are emotional problems. In fact, they deal in such delicate personal and emotional areas that the law provides that they need not disclose the nature of their communications with their congregants.

Members of the clergy help people in their communities in many other ways. They may set up programs that feed the poor, care for the sick, provide companionship for the lonely, and involve children and adults in educational and recreational activities.

Straight talk about adjusting to life "outside" can help a prisoner after he is released.

The three major religions in the United States are the Protestant, Roman Catholic, and Jewish faiths. But there are quite a few other religions in this country, too. How many can you name? In each of these, the clergy lead and counsel members of their congregation, conduct services, and represent their faith within the community.

Other Social Service Occupations

Other occupations involve helping people, too. *Cooperative extension service workers* work with people who live in rural areas. They teach and provide technical assistance in agriculture and home economics. Encouraging youth activities is another important part of the job.

Home economists provide training and technical assistance in areas that make everyday life more comfortable and livable—consumer economics, housing, home management, home furnishings and equipment, food and nutrition, clothing and textiles, and family development and relations.

Park, recreation, and leisure service workers plan, organize, and direct activities that help people enjoy themselves, learn something new, or find a way of getting closer to nature and the environment.

Personal Characteristics

People in social service occupations become closely involved with other people's lives and their advice can have far-reaching effects. A social worker's advice may lead an individual to change the course of his or her life. That's a big responsibility. For this reason, a genuine *concern for people* and a *desire to help them* are essential for anyone considering a career in this field.

In order to make a difference in others' lives, however, you must be *good at dealing with people*. You need the sort of personality that puts other people at ease and encourages them to open up. The ability to achieve a warm relationship with others is important in all of these occupations. Your effectiveness will depend on your ability to listen, understand, explain, and persuade.

You should be *sensitive* and *tactful* and have a keen sense of what words or actions might offend others. Anyone who comes in contact with people's deepest feelings and beliefs—as members of the clergy and counselors often do–needs *empathy*, the ability to sense others' feelings. *Patience*, too, is required, for you may be dealing

with people who are confused, hesitant, fearful, angry, and hard to talk to. Often, they aren't clear themselves about what the problem is—or how it should be dealt with.

Imagination and *resourcefulness* are necessary. People in these occupations may have to call on all their mental resources to find a solution. And sometimes just as much ingenuity is required to get a client to accept a suggestion.

Speaking and *writing skills* are important. In some of these jobs, workers have to keep a lot of notes and records. They must be able to present all the important points about a client's situation clearly and quickly. Verbal skills are also necessary. Counselors and social workers must be able to communicate on a one-to-one basis, and to work easily with groups. There also are occasions when they must speak before large audiences. Members of the clergy, of course, do this regularly.

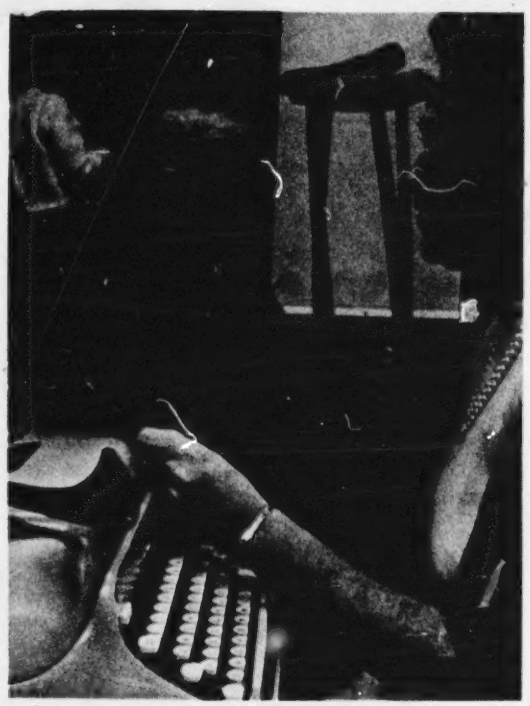
Finally, workers in the social service occupations should know themselves—their own strengths, weaknesses, and goals. *Emotional stability* is important because people in this field are so often in touch with situations that are worrisome or depressing. There are "occupational hazards" in this work. There is danger of being overwhelmed by others' misery, the danger of expecting too much of yourself, the danger of "burning out" and losing the sensitivity that brought you to the field in the first place. The inner strength that comes with emotional stability will help you remain levelheaded and objective so that you can in fact *help* people—not just sympathize with them.

Some social workers specialize in serving the elderly.

Training

Training for a social service career ranges from just a few weeks for an aide to many years for a professional. If you were a hotline volunteer, for example, you'd be given a 1- or 2-week course right after you began work. Training for homemaker-home health aides is handled much the same way. Many other social service aides—those doing valuable work in reaching out to their neighbors and others in need—have little formal training. They don't even have to be high school graduates, for that matter. What counts in getting their jobs and doing them well is their understanding of their community . . . and their ability to deal with people.

For professional occupations such as social worker and counselor, however, 6 to 8 years of study after high



The staff at this center for the handicapped help clients believe in themselves.

School counselors give tests to get a clearer picture of students' interests and abilities.

Community organizers need to be good at speaking in public.

school are necessary. Rabbis, priests, and ministers usually have even more training than this. The training required for each of 13 social service occupations is described in the Job Facts at the end of the chapter.

To see whether this field really is for you, try doing volunteer work in your spare time. There are many things you can do as a volunteer; some of them are included in the Suggested Activities sections below. Bear in mind, however, that your duties as a volunteer are not likely to be the same as those of a social service professional, whose job requires years of formal training.

A Final Word

If the idea of working with people and helping them appeals to you, there are other chapters of this book that you might want to read.

The education occupations also involve reaching out to people—advising, suggesting, persuading, motivating, and teaching. A story about a school counselor is one of several in the chapter on Education Occupations.

Cooperative extension service work is another way of helping people by teaching and advising them. The story of a county agent appears in the chapter on Agriculture, Forestry, and Fishery Occupations. These workers teach farmers about new methods of raising crops and livestock and help homeowners keep their lawns and gardens healthy. Their work is considered an "extension" of the State agricultural university's teaching and research.

Health workers and social service workers need some of the same personal traits. Physicians, nurses, and therapists who deal with sick or handicapped people on a one-to-one basis must be objective, resourceful—and compassionate. The ability to encourage and inspire people, so important in the rehabilitation counselor's job, is just as important for the physical therapist. The story of a physical therapist appears in the chapter on Health Occupations.

Planners, like social workers, often work with people in their neighborhoods and communities for the common good. That occupation is featured in the chapter on Office Occupations. Another occupation that involves a sensitivity to public concerns and an understanding of people's behavior in groups is political aide, described in the chapter on Social Scientists.

Protestant Minister

"I work hard preparing a sermon," emphasizes Reverend Spencer, "because it's my opportunity to reach many people at one time."

The phone rang in the Reverend William Spencer's bedroom just before dawn one September morning. Mrs. Wilson, a member of his congregation, was sobbing uncontrollably at the other end of the line. "Reverend Spencer," she finally managed to say, "my husband died in his sleep last night and I don't know what to do."

The clergyman came awake immediately. He calmed Mrs. Wilson, then said, "I'll be at your house in 20 minutes." Dressing quickly, he rushed down the stairs and out the front door, started his car and drove through the silent streets to the Wilsons' house. There he found his parishioner crying soundlessly. He spoke gently, preparing her to cope with the immediate situation. After a while, Rev. Spencer reported the death to the police and placed a call to a local funeral home. Then he phoned a neighbor and asked her to stay with Mrs. Wilson that day, until her son and daughter-in-law arrived from out of town. It was nearly 9 o'clock by the time Rev. Spencer left, confident that Mrs. Wilson had the help she'd need to get through the rest of this tragic day.

As he drove back toward his church, he thought about how helpless he sometimes felt in the face of a parishioner's grief. It still wasn't easy to find the right words, although he'd helped people deal with pain and sorrow many times during his years in the ministry.

He hadn't originally intended to enter the clergy. In college, he had been deeply concerned about social justice, the morality of war, and fundamental issues of right and wrong. He found himself translating his concern into social action—organizing programs to help the poor and taking part in demonstrations—and by his junior year Bill Spencer decided that he had a "calling." The ministry, he believed, offered him a meaningful way to spend his life.

After he graduated from college, he entered the seminary and spent the next 3 years studying there. In the seminary, he had learned a great deal about religion. He had learned about himself. And he had learned about working with people. During his first year as a seminarian, he served as chaplain in a local hospital. There he had learned to understand grief and to help people deal with the shock of sudden loss, just as he had helped Mrs. Wilson today. After he completed his training in the seminary, he was ordained as minister.

His first church was in a suburb of Columbus, Ohio. The bishop arranged for him to serve there for 1 year. After that, he was on his own. He remembered the day a classmate from the seminary had told him about the job opening here at St. Andrew's. He had applied along with 75 other ministers and was fortunate enough to be chosen for an interview. Finally, after several interviews, he was invited to serve this congregation. He remembered feeling a great sense of joy—and relief! The competition had been tough but somehow it seemed as though this church had been his destiny. He hoped so, anyway.

Rev. Spencer pulled into the church parking lot just in time for the 9:30 meeting with the vestry—members of the congregation who serve as a board of directors. Today they would be discussing a proposal to build a new wing for the church school.

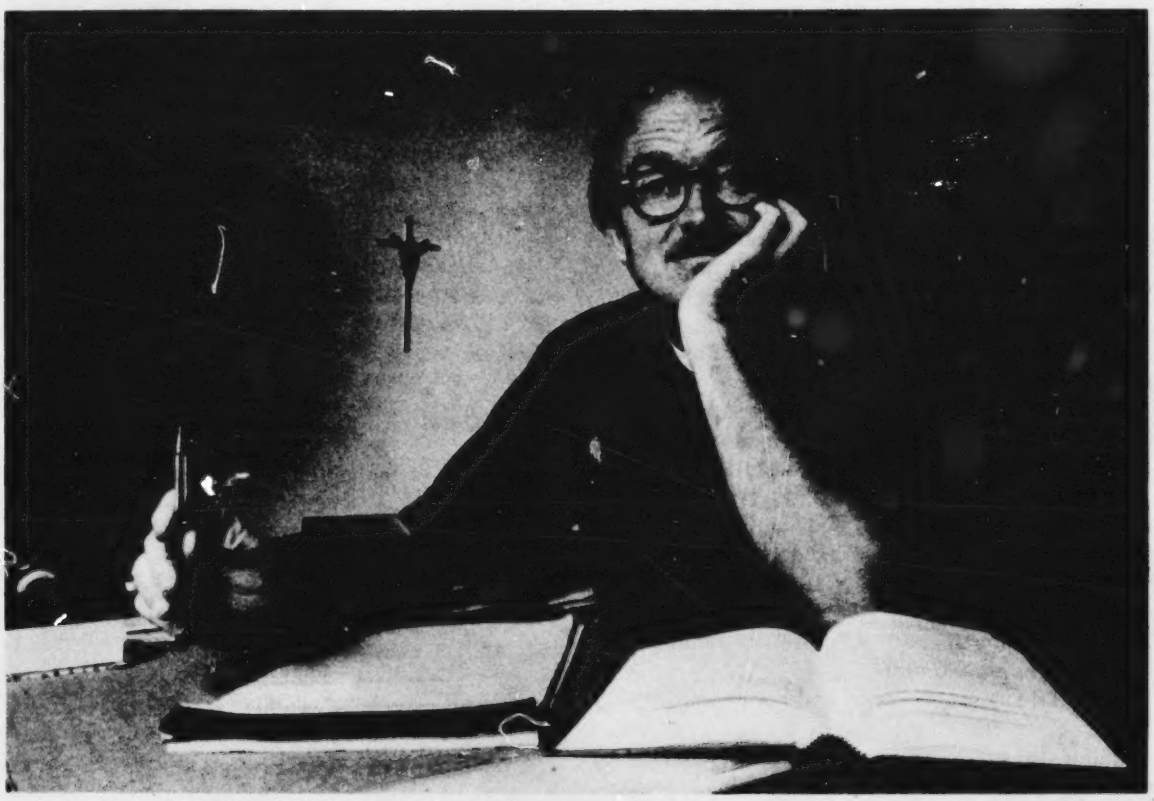
Jim Atwood began by saying, "I like the idea, but we just don't have the money for the new wing. Why don't we wait a couple of years and then perhaps we will be able to afford it." Several other board members agreed.

Then Rev. Spencer spoke up. "First," he said, "I have to point out that we desperately need the additional classroom space. As you all know, we're overcrowded now—mainly because our program is such a success. Take our activities for teens, as just one example. We have teenagers here several nights a week. They have a Bible study group; they run the youth hotline; and they come for folk dancing and other strictly social gatherings. There's just as much demand for meeting room space from our adult groups. Not to speak of the children who use the rooms in the daytime!"

"Second," Rev. Spencer continued, "I believe that we can raise the money for the building expansion if we try hard enough. Remember last year we felt we couldn't afford to hire an additional minister to help with our youth program, but we took on an assistant anyway? The church activities and projects she's planned have helped us reach many more young people than we did before. I think you'd agree that we're making a real difference in their lives. Our youth progam is so important to us that, as you know, we've managed to find a way to pay for it. I believe we can be just as successful in finding the money to expand our school.

"Let's not give up on the new wing," the minister concluded. "Let's explore ways of raising the funds we need."

After the meeting with the vestry, Rev. Spencer spent a few minutes with the church music director. They were doing lots of exciting things with music at the church these days. One of the services Sunday would feature folk music, and the guitarists would need rehearsal space at least one night this week. The organist and the church choir would be rehearsing on Tuesday, as usual; they were preparing some new hymns for the other two services on Sunday. Later in the year, the church musicians hoped to produce their own version of a medieval mystery play—a religious drama with music and dance. One of the parishioners was already working on the choreography. Opportunities like these for artistic and



Reverend Spencer's job involves a lot of time away from the pulpit.

intellectual creativity made Rev. Spencer feel he was lucky indeed in his life's work. He also was glad he had this particular congregation.

Just before lunch there was a brief meeting with other members of the church staff—the sexton, the church school director, and the assistant ministers. Together, they reviewed some of the many programs that the church sponsored in the community. At today's session, they concentrated on the Saturday field trips the church ran during the school year for children from all parts of the city. Very few Spanish-speaking children participated, although the city had a large Hispanic community. Various suggestions for reaching out to these children were discussed, but the meeting came to an end before anything was decided. "That's often the way," thought Rev. Spencer, who felt too much of his time was spent in meetings.

Rev. Spencer did not have any appointments scheduled for early afternoon, which meant he had a good stretch of time to work on his sermon for next Sunday. And, before the afternoon was over, he hoped to be able to spend some time visiting members of the congregation who were sick or lonely or in need of spiritual counsel. There were many people—too many—who needed comfort that day. A young woman who had attempted suicide was still in the hospital. A widower was having so much trouble adjusting to life without his wife that it was clear to Rev. Spencer that some special effort would have to be made to help him. And several families, he knew, had more than their share of pain right now. It bothered Rev. Spencer a great deal to realize that he wouldn't be able to visit all the people who needed consolation that day. The conflicting demands on his time weren't easy to resolve, and he prayed for guidance when he had to make difficult decisions such as these.

As he glanced at his appointment calender, Rev. Spencer saw that he was scheduled to see Bob Dudney and Gretchen Moser that evening to discuss their forthcoming marriage. Helping two young people get a good start in marriage was the sort of thing he most liked to do. It

was a joyous task, one that lifted his spirits even at the end of a long day.

Bob and Gretchen were waiting nervously in the comfortable, book-lined study when Rev. Spencer walked in shortly after 8 o'clock. "Sorry to keep you waiting," he said. "Now let's get to the matter at hand. I'm amazed at how much it takes to keep a marriage together today. I was reading in the *Journal of Applied Psychology* that one theorist believes that the stress some marriages cause is equal to that experienced by a soldier in combat."

"Does that mean I'm liable to get shot?" asked Bob as he nervously shifted in his chair.

"No, no," replied the minister, chuckling. "But it does mean that many married people believe it is easier to go AWOL—absent without leave—than to stay in there and keep trying. What I think we need to discuss tonight is how to make marriage work. I don't have all the answers. But I have a good sense of the kinds of things that cause trouble in a marriage. What do you think the most common marital problems are, Gretchen?"

"Well, let's see. Money and not getting along with each other?"

"Two very common ones," Rev. Spencer assured her. "What are your guesses, Bob?"

"I guess I'd say sex problems and poor communication."

"Both of you are on the right track, but you left out a very common problem."

"Tell us what it is!" said Bob quickly.

"In-laws. Believe it or not, in-laws can be the source of a lot of marital difficulties. Almost without realizing it, and certainly without meaning it, your parents can cause tension in your marriage."

"I should have thought of that myself," groaned Gretchen. "Particularly with your mother, Bob!" she said, half teasingly.

"Is your mother a problem, Bob?" probed the minister.

"Oh, no real problem. She's just having a hard time accepting the fact that I'm actually getting married. I think she'd like to have me around the house for a few more years. But she'll get used to all of this in time!"

"Not without your help, Bob," Rev. Spencer said sternly.

"What do you mean by that?"

"It is important that you both begin presenting yourselves as a team to your families. Get in the habit of saying things like, "I'll have to discuss that with Gretchen," or "I'll have to ask Bob what he thinks about that." As the Bible says, "Leave thy mother and thy father and cleave unto thy wife." There is a world of truth in that verse. It doesn't mean that you stop loving your mother and father—it just means that you love one another more. Nothing should supersede the importance of the marital relationship. Am I getting through to you?"

"Yes, I think so," said Bob slowly. "Do you mean that before my mom can respect Gretchen as my wife, she'll have to see that I do?"

"That's exactly what I mean," said Rev. Spencer with a glow in his eyes. "You have a commitment to each other as life partners."

"Sounds like good advice," said Gretchen seriously. "How about discussing some of the other problems, Reverend? Or don't we have time tonight?"

"Let's save them for our next session, okay?" said the minister warmly.

Exploring

A member of the clergy must have a compelling sense that serving God and working for the betterment of humanity should be his or her life's work.

- Do you feel strongly about your faith and your religion?
- Are you active in your church?
- Are you interested in and concerned about problems in your community and in the world? Are you aware of such problems as poverty, hunger, poor housing, unemployment, injustice, and illiteracy in your own community?

The clergy must set an example of high moral and ethical conduct.

- Do questions and discussions about right and wrong interest you?
- Can you hold firmly to what you believe is right even when your friends don't agree?
- Do you treat others as you wish to be treated?
- Are you comfortable with the idea of people looking to you as an example?
- Would you mind having your life subject to public scrutiny?
- Are you conscious of your public responsibility when you are elected to the student council, chosen to be yearbook or newspaper editor, or asked to chair a church or school club?

The clergy must be approachable and warm since personal counseling is one of their prime responsibilities.

- Can you make a friend feel better about a problem such as failing a test or being turned down for a date?

- Do people come to you for advice?
- Are you able to keep a secret?
- Are your friends able to talk to you about "anything?"
- Are you able to put house guests at ease?
- Are you able to converse with people you don't know very well?

The clergy must have the ability to inspire others.

- Have you ever changed a friend's viewpoint?
- Can you argue your point persuasively?
- Do your friends ask your opinion on things?
- Are you able to get your way without seeming bossy?
- Do you understand the importance of praising a child when he or she behaves very well, does a lesson correctly, or masters a skill?
- Can you see that such praise "works" with grownups too?
- Can you help people to help themselves?

A member of the clergy must be able to command the attention of a group.

- Are you good at making class presentations?
- Is it easy for you to "get the floor" at committee meetings or parties?
- Do your friends ever ask you to be the spokesperson for a group? At a friend's going-away party? At a victory celebration? At a birthday party?

In order to help others, clergy must be able to regulate their own reactions to the crises in people's lives.

- Can you remain calm when a friend or relative faces a very serious problem?
- Can you remain calm when a parent is upset?
- Can you think and act quickly in a crisis situation?
- Does it upset you to visit people who are very sick?
- Can you comfort a friend or family member during a time of sorrow?
- Can you overcome your anger and keep from holding a grudge when someone hurts you?
- Can you maintain some sense of proportion about school rivalries?

The clergy must perform ceremonies and conform to traditional rituals.

- Do you enjoy initiation ceremonies?
- Do you understand the importance of such ceremonies as confirmation, marriage, or graduation?
- Do you understand the importance of school and community awards for scholarship, athletic ability, bravery, or public spiritedness?

The clergy must be creative in communicating their ideas.

- Are you good at writing compositions or short stories?
- Can you write an interesting letter to a friend?
- Do you like thinking of ways to interest children in their school work? In crafts or sports? In Bible stories?

Suggested Activities

Volunteer your services to your church or synagogue. As you find out how many opportunities there are to help, you will get a better idea of the varied activities in which members of the clergy are involved. Volunteers assist in music programs as instrumentalists, singers, composers, arrangers, and directors. They type, file, answer the telephone, stuff envelopes, and handle other clerical duties in the office. They put out the newsletter or weekly bulletin, write press releases, and handle publicity. They help with fundraising drives. Volunteers staff social action programs including hotlines, Meals on Wheels, and aid to disaster victims. Youth programs, religious education programs, day care centers, and vacation Bible schools also use volunteers.

Volunteer to work with children as a tutor or aide in an elementary school. Help out at a nursery school or Head Start program. Offer to help direct children in arts and crafts, music, or sports at a summer recreation program. This will help you develop leadership and teaching skills and test your ability to handle a group.

Volunteer to work in a program that will bring you into close contact with a wider variety of people than you normally meet at your school, church, or synagogue. This will broaden your knowledge of community needs and increase your understanding of human behavior.

Collect magazines, clothing, and funds for a missionary drive.

Take part in your church or synagogue visitation campaign to encourage people to attend religious services.

Run for youth deacon.

Set a goal for reading the Bible from cover to cover.

Compete in a local Bible drill.

Try out for your school debate team. Public speaking is an essential part of the clergy's job.

Join or organize a prayer or study group. Test your organizational skills and your ability to work effectively within a group.

Put yourself in the helper role on a daily basis. This may involve listening to a friend talk through a problem, visiting elderly people in the community who are confined to home, or becoming a big brother or big sister to a disadvantaged or handicapped child.

Read books and magazines on religious occupations. Talk with your priest, minister, or rabbi about what it's like to have a religious occupation. Test your interest.

For more information about careers in this field, write to the Interdenominational National Council of the Churches of Christ, Unit of Professional Church Leadership, 475 Riverside Drive, New York, New York 10027; the Catholic National Center for Church Vocations, 305 Michigan Avenue, Detroit, Michigan 48226; or the B'nai B'rith Career and Counseling Service, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036.

People in the helping professions need empathy—the ability to sense others' feelings.

Related Occupations

Helping people with their personal problems is an important part of a Protestant minister's job. The desire to help others is just as important for members of the clergy in other religious faiths. Workers in other "helping" occupations spend much of their time advising and counseling people, too.

Eight occupations are listed below. See if you can match each job title with the correct description.

Psychologist	Christian Science practitioner
Chaplain	Rabbi
Missionary	Social worker
School counselor	Priest

1. I am the spiritual head of a Jewish congregation. I teach and interpret Jewish law and tradition.

2. I give religious counsel and leadership in the Armed Forces, police departments, prisons, colleges and universities, hospitals, and other places.

3. I help individuals and groups cope with problems that, at times, are overwhelming: Poverty, illness, unemployment, family disputes, antisocial behavior, and inadequate housing.

4. I am the spiritual head of a Catholic congregation.

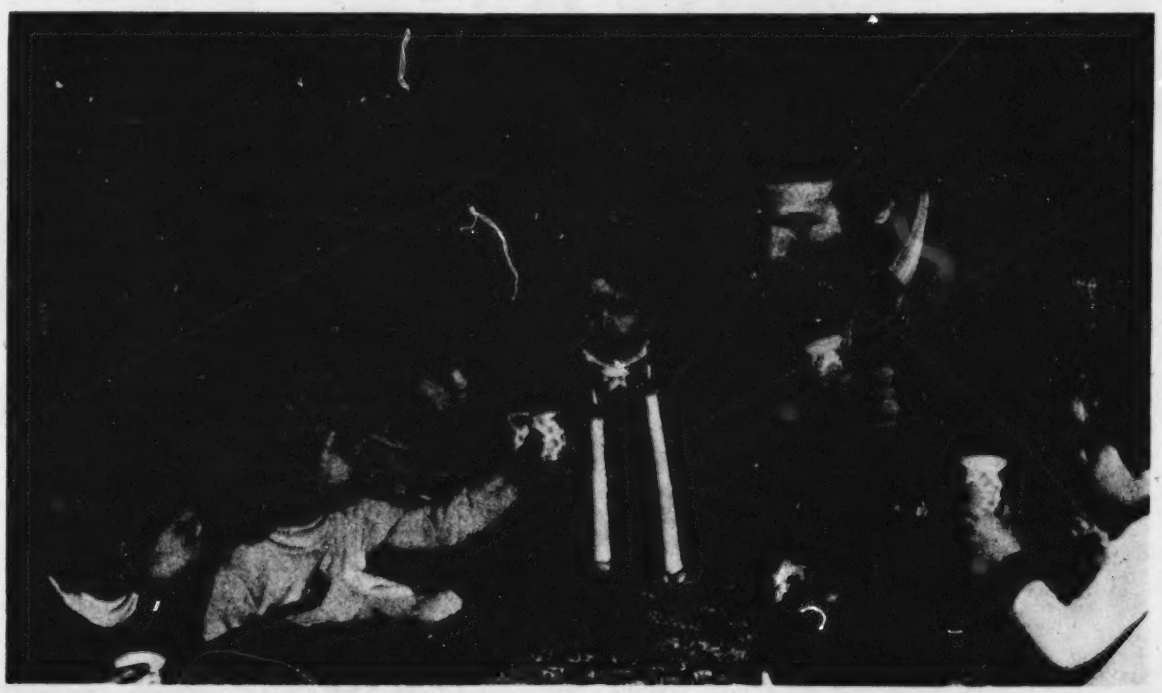
5. I carry a religious message to people who are not of my faith.

6. I help students select courses, explore career possibilities, and decide what to do after they graduate. I collect and analyze information that tells me something about students' interests, aptitudes, abilities, and personality characteristics. Most of this information comes from records, tests, and interviews. I collect occupational and educational information, and encourage students to browse through it.

7. I practice spiritual healing through prayer alone in accordance with the teaching of my religion.

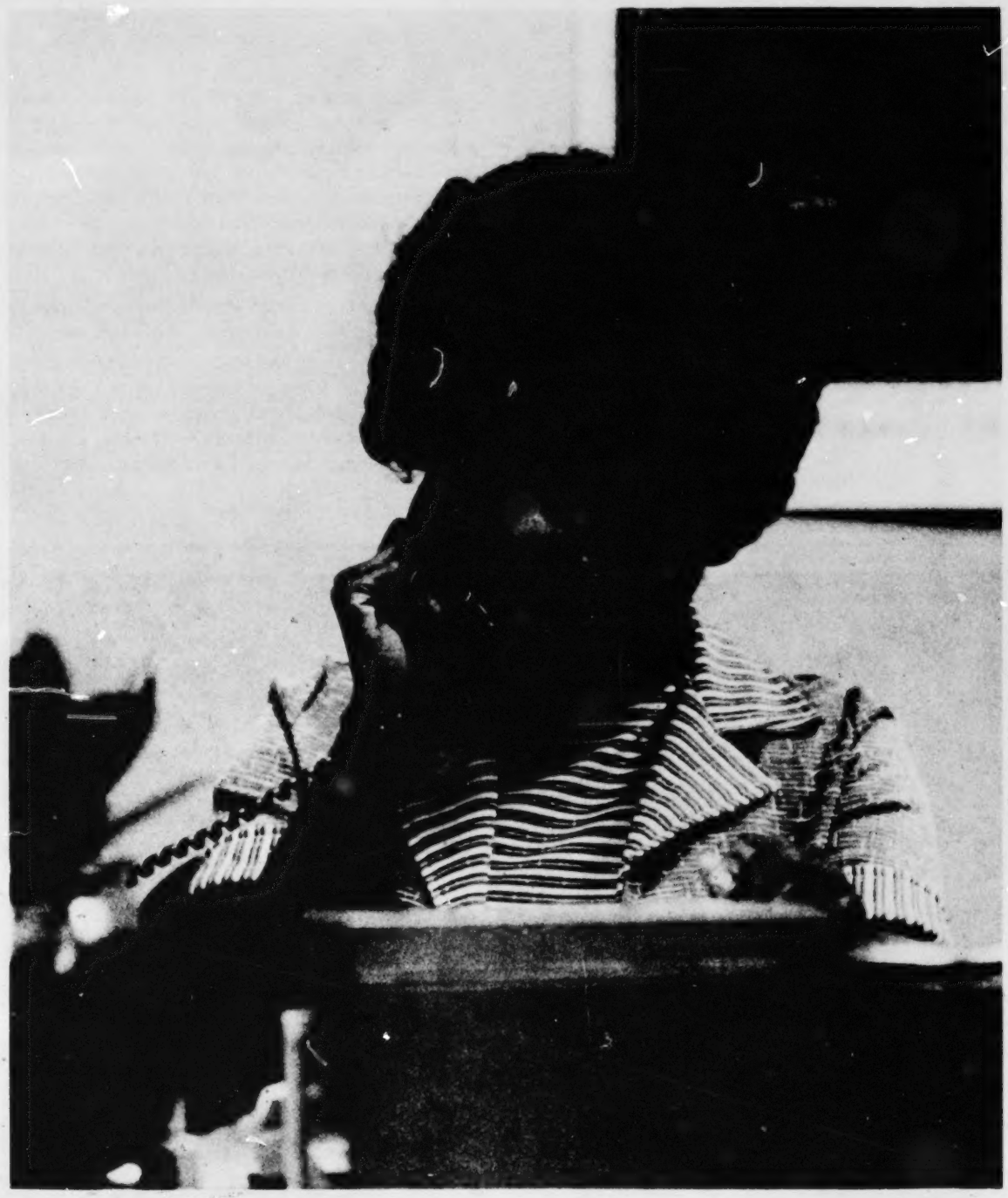
8. I study people and try to understand why individuals and groups behave as they do. My research is put to use in many fields: Mental health, juvenile delinquency, drug abuse, crowd control, early childhood education, and counseling of retirees, for example.

See answers at end of chapter.



Teaching children the rituals of their faith is one of the many ways this rabbi serves his congregation.

Social Worker



Mary Rogers is a social worker at a senior center.

Mary Rogers is a social worker. Her office is in a senior center in one of the poorer sections of the city. Her job there is to find places to live for elderly people who have no home of their own. Some of Mary's clients are former mental patients. Having lived for years in institutions where other people made all the decisions, they do not find it easy to manage on their own. Some of them are too confused or afraid to talk to a landlord or landlady about renting a room. Others are illiterate. Since they can't read, they can't use the newspaper want ads to find a place to live. All of Mary's clients are poor.

The program she runs was Mary's idea in the first place. Basically, she does three things: She finds sponsors willing to take elderly people into their homes, interviews clients who need homes, and keeps up with any problems that might develop. So many problems *do* come up that Mary spends most of her time talking with people, listening, and sorting things out.

Mary never knows what to expect when she sits down to talk with one of her clients. She's found that some of these conversations enrich her life and brighten her day—much as her talks with her grandmother did when she was growing up.

Mary's grandmother was a good friend. The two of them found a lot to talk about, for they shared an enthusiasm for living. Mary never tired of listening to her grandmother's stories about the years she worked as a union organizer in a mill town. The girl had listened, spellbound, to tales of the hardship and heartbreak endured by workers' families in those difficult days. The older woman's insights into human nature and compassion for people in trouble had made a strong impression on Mary.

She began considering ways in which she, too, could work with people and help them. That eventually had led to a master's degree in social work and the important decision to specialize in work with the elderly.

Mr. Adams is one of Mary's clients at the senior center. He's one of her most exasperating clients, for Mr. Adams has a drinking problem. His bouts with the bottle are causing sleepless nights for the Youngs, his home sponsors. Today, there was a note on Mary's desk from Mrs. Young. She wanted to talk with Mary right away; she couldn't stand to have Mr. Adams in her house one day longer.

"I can't take it any more," Mrs. Young greeted Mary as the social worker came up the front steps. "Last night he got so drunk that he sang until 4 o'clock in the morning! It's just too much for me to handle."

Mary managed to patch things up for the time being. There was a promise of one last try from Mrs. Young and a pledge to keep sober from Mr. Adams. She knew, however, that in just a few days she was likely to have another desperate message from Mrs. Young. She'd have to start planning ahead for Mr. Adams.

Mary returned to her office just as a busload of the center's members was returning from a trip to the zoo. She could hear the excitement in their voices as they came inside. "It's amazing how a change of scene can lift people's spirits," Mary thought.

Just then she caught sight of Mrs. Hodge in the hallway. Mrs. Hodge hadn't gone on the outing to the zoo, and Mary knew she'd welcome some special attention.

"Mrs. Hodge, let's go back to my office so we can talk."

Mrs. Hodge was a gentle, rather timid woman who had taken a bad fall the winter before and was still suffering from the pain in her hip. "I've just been to the doctor," she said with a sigh as she painfully lowered herself in the chair across from Mary.

"It hurts right now, doesn't it, Mrs. Hodge?" Mary inquired in a sympathetic tone.

"Oh yes, dear, it does hurt. I just wish the doctor would visit with me a little longer. I saw him this morning, you know. It's so hard for me to get to the clinic and then I have to wait at least an hour to see him and, well, I think he should extend me the courtesy of a little talk. Don't you, Mary?"

"Absolutely, Mrs. Hodge, that's entirely reasonable. We all need some time to discuss our problems, physical or otherwise."

"Well, anyway, he gave me another prescription for the pain. I have to get over to the drug store before it closes."

"Why don't I pick up the medicine and drop it by your house tonight on my way home from work?"

"Oh, would you, Mary? Thank you. That's so kind of you." The older woman's eyes filled with tears.

Emotional moments like these punctuated Mary's day. But, she reminded herself, they happened only if you really cared about people. That, she knew, was what social work was all about—caring for people enough to help them make their own decisions about their problems.

Right after lunch, a sandwich at her desk, Mary called a meeting of the social workers she supervised. Together, Mary and the others reviewed the caseload for the center's home placement program, concentrating on cases that were causing problems. One of the workers wanted ideas for dealing with a client who spent all of her money early in the month and then had nothing to live on until the next check came. After discussing a number of possibilities, Mary suggested that the social worker arrange for the client to get her money a little at a time throughout the month instead of receiving everything at once.

Mary spent the rest of the afternoon making final arrangements for tomorrow's forum on the needs of the city's elderly. The forum was sponsored by We Care, a coalition of local organizations including senior centers, churches, legal aid programs, and citizens' groups. Mary was one of the founders of the coalition. She and the others who had started the group just 3 years ago wanted to educate the public—and influence city officials—about the problems faced by elderly people in their city. They arranged for newspaper and television coverage, made speeches, testified before the city council, and sponsored public forums such as the one that would take place tomorrow.

We Care already had focused attention on proposed cutbacks in Medicaid payments and improper procedures in assigning apartments in the city's public housing project for the elderly. By now, local politicians took the coalition seriously. The mayor herself had agreed to attend tomorrow's forum.

As Mary walked through the double doors of the municipal auditorium the next day, she noticed that a busload of people from her senior center already had arrived. More elderly people were coming in every minute. They looked purposeful; many compared notes.

"I hope the mayor is prepared for this one," Mary thought. "The audience certainly is prepared for her."

After several minutes, the mayor arrived. She walked briskly to the podium, apologized for being late, and asked for questions. Soon they were coming thick and fast—questions on property taxes, housing, crime, transportation, red tape. Most of the questioners were older people—some retired, some still working, all concerned about the inconveniences and hardships they faced because of diminished incomes and diminishing strength. A tall, elegant, white-haired woman moved slowly through the hall to the speaker's podium. She lived in a nursing home, and the plastic identification band around her wrist clashed incongruously with her beautifully tailored suit. She spoke movingly of the need for transportation services for people who, like herself, were infirm. And for people who were handicapped.

As the mayor spelled out the details of a tax relief proposal she had just put before the city council, Mary's attention wandered. The meeting appeared to be a success. Elected officials were listening to citizens' concerns. She found herself thinking how important that was ... and how much she liked being one of the people who made such a meeting possible.

Yes, she was pleased with her job. She enjoyed finding ways to help people take charge of their lives. And she knew that in helping older people now, she was helping the older person she would be herself one day.

Still, what *would* she do about Mr. Adams?

"By helping older people now," says Mary, "I am helping the older person that I will be."

Exploring

In order to give people the confidence to deal with their problems, social workers must value the dignity and worth of the individual.

- Do you believe that you can learn something from everyone?
- Do you feel badly when a classmate is embarrassed?
- Do you think it's important that all people enjoy equal rights?
- Do you want to be personally involved in working for social justice? Do you want to do something about poverty, hunger, or hatred?
- Are you open-minded about other people's right to think, feel, and act in ways that may seem strange, even wrong, to you?
- Do you think people who are unhappy or mixed up or in trouble can be helped?

Mary finds that conversations with clients frequently enrich her life and brighten her day.

Social workers must show their concern for people through a manner that is sympathetic yet objective.

- Are you able to see both sides of an argument?
- When something goes wrong, what do you do first? Look for a solution or place the blame?
- Are you happy for your friends when they meet with good fortune?
- Do you feel a genuine concern for your friends' and relatives' welfare?
- Do you like *most* people?
- Are you aware and considerate of the feelings of others?

Social workers must build a basis for trust.

- Are you able to maintain friendships over long periods of time?
- Do your friends confide in you?
- Do people often ask your advice or opinion?
- Are you able to keep a secret?
- Do you make friends easily?
- Are you able to make your house guests feel welcome?
- Are you able to put people at ease?
- Can you work closely with others and be flexible enough to do things someone else's way?

Social workers must understand human behavior.

- Do you know your own strengths and weaknesses?
- Do you understand why you do the things you do?
- Do you understand why your parents do the things they do?
- Do you know when to speak and when to listen?
- Are you able to get your friends to do things your way without seeming bossy?
- Are you able to feel what kind of mood a friend is in just by observing his or her facial and body expression or tone of voice?
- Are you more apt to judge people by their good points than by their faults?

Social workers must be able to speak the client's language. They must be good at communicating effectively in different kinds of situations.

- Can you talk to all kinds of people?
- Are you able to carry on a conversation with a child?
- Are you able to express your feelings to most adults?
- Are you good at speaking in front of a group?
- Are you ever asked to be the spokesperson for a group?

Social workers must be able to express themselves clearly in the written record of their work.

- Are you good at organizing your thoughts for a school assignment or an essay question on an exam?
- Are you good at writing compositions?
- Do you enjoy writing to your friends?

Social workers don't always see the results of their work immediately. Often they must remain supportive and helpful during times of slow progress.

- Do you appreciate small gains or progress?

"I can't tell people what's best for them, but I can try to help them make their own decisions."

- Do you have the patience to grow a garden?
- Do you have the patience to pursue projects such as needle work or modelbuilding?
- Are you able to stick with a diet or exercise program?
- Can you be patient with people whose pace is slower than yours?
- Can you persist in the face of setbacks?
- Can you cope with failure?
- Are you realistic in your expectations even though you may be idealistic in your goals?

Suggested Activities

Volunteer to work in a social service agency in your community. There are more agencies than you might think. Try, for example, the local department of public welfare, a family service agency, agencies run by Catholic, Protestant, and Jewish organizations, or the Salvation Army. Volunteers answer telephones, greet and direct visitors, provide clerical assistance, and sort donations. They may also visit the lonely and work with children.

Volunteer to work in a crisis counseling center. This is a good place to learn about the most critical problems in your area and to find out how community organizations are handling them. Volunteers may greet visitors, do clerical work, and solicit or help distribute donations of food, clothing, fuel, and other necessities for the center's clients.

Develop a one-to-one relationship with a youngster who has had few positive influences in his or her life. The Big Brother and Big Sister programs offer opportunities of this kind. So do welfare and probation depart-

ments, YMCA's and YWCA's, Boys' Clubs, Girls' Clubs, and family service programs run by Catholic, Protestant, and Jewish organizations.

Involve yourself in the activities of a neighborhood or community center. You can develop organizational and leadership skills by helping direct children in sports, arts and crafts, music, or drama. You might tutor children or adults. Or you might work on fund-raising and publicity for the center's programs. All of these activities will give you experience organizing social service programs and working with people.

Invite a social worker to speak to your class about his or her job. Ask the speaker to explain what he or she does and to mention the rewards and frustrations of the work. Prepare questions ahead of time.

Look for opportunities to work with people of different ages and backgrounds.

- Volunteer to help with younger children at a day camp or summer recreation program.
- Spend time with handicapped or retarded children. Girls' Clubs, Boys' Clubs, Red Cross, Scout troops, Campfire Girls, and other youth organizations offer such opportunities.
- Volunteer to entertain or visit residents in a nursing home.

If you are a Boy Scout, try for a merit badge in Family Living. Test your interest in working with and learning about your family and others.

If you are a Girl Scout, try for proficiency badges in child care. Caring for children may test your interest in a career that requires concerned interaction with others. Also, see if your local troop has the From Dreams to Reality program of career exploration. Troops also sponsor service aide and community action projects.

Join a Child Care, Communication, or Social Work Explorer Post if there is one in your area. Exploring is open to young men and women aged 14 through 20. To find out about Explorer posts in your area, call "Boy Scouts of America" listed in your phone book, and ask for the "Exploring Division."

For information about career and education opportunities in the field of social work, write to the National Association of Social Workers, 1425 H Street, N.W., Suite 600, Washington, D.C. 20005, and to the Council on Social Work Education, 345 East 46th Street, New York, New York 10017.

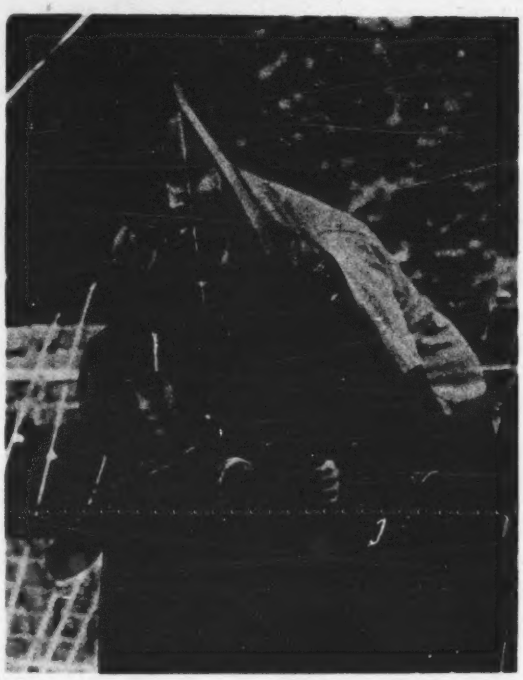
Volunteer work is a good way to explore a career in social service.

Related Occupations

Social workers aren't the only people who help individuals and groups with problems. Eight jobs are described below. Unscramble the letters to discover who these workers are:

1. OPLRAE CREFIFO. I work with law offenders when they get out of jail. I advise them about completing school or getting job training and help them look for a job and a place to live. I try to learn enough about them and their backgrounds to have some real influence; my goal is to help them find a way of making an honest living.

2. CTAIERERNO RLADEE. I organize recreational activities such as arts and crafts, sports, games, music, dramatics, camping, and hobbies. I work with groups of people in camps, community centers, YMCA's and YWCA's, senior centers, and other places.



Volunteer experience as an activity leader or camp counselor can lead to a full-time job.

Recreation workers help people enjoy themselves.

3. REWKERCSAO. I help individuals and families who need the assistance of a social service agency. I interview clients with problems ranging from runaway children to illness, no money, and eviction. I listen first. Then I try to help my clients work out a solution. Often I put them in touch with other agencies that can help, too.

4. STRENIMI. I provide spiritual leadership within my community.

5. BAOPRONIT CREFIFO. I work with law offenders while they are on probation. Sometimes I decide which juvenile cases belong in the courts and which should be handled by a social service agency.

6. CHSOLO SEROLUNOC. I help students deal with things that bother them—personal problems, family problems, failing grades. I also help them plan courses and school activities that best fit their interests and abilities.

7. NITYUMOMC NATIGROONIZA WKEROR. I work with community groups and advise them on the kinds of action that will meet their interests and needs. I work with all kinds of groups: Senior citizens afraid of crime, tenants facing a rent increase, street gangs, children with no place to play, parents trying to organize a day care center. I help the group organize, raise funds, and take action.

8. CILOAS FAREWEL MINIADTRATORIS. I run a social service agency. As an administrator, it's up to me to see that the agency's programs meet our clients' needs—that people in real trouble don't run into a lot of red tape, for one thing. Selecting, training, and supervising the staff are important parts of the job. Representing my agency to community groups and citizens is also important and I frequently go to meetings and make speeches.

Caseworker
Community organization worker
Minister
Parole officer
Probation officer
Recreation leader
School counselor
Social welfare administrator

See answers at end of chapter.

Social Service Occupations

Job Facts

There isn't room in this book for a story about every social service occupation. However, you'll find some important facts about 13 of these occupations in the following section. If you want additional information about any of them, you might begin by consulting the *Occupational Outlook Handbook*, a publication of the Department of Labor which should be available in your school or public library.

Occupation	*Nature and Places of Work*	*Training and Qualifications*	*Other Information*
COUNSELING OCCUPATIONS			
School Counselors	School counselors help students understand themselves and resolve their problems. They give aptitude, interest, and ability tests. They hold individual and group sessions so that students can "talk through" their concerns. They may teach classes in occupations and careers or other special subjects. Most counselors work in elementary or secondary schools.	A master's degree in counseling and some teaching experience usually are necessary. Most States require school counselors to have counseling and teaching certificates. The education and experience requirements for these certificates vary among States. School counselors must be able to deal with all types of people. They work with students, parents, teachers, and school administrators.	Some counselors work part time as consultants for private or public counseling centers, government agencies, or private businesses.

Occupation	*Nature and Places of Work*	*Training and Qualifications*	*Other Information*
College Career Planning and Placement Counselors	These workers help college students and graduates examine their career goals and find jobs. Sometimes they arrange for job recruiters to visit the campus and set up interviews with students. They work for colleges and universities and for community and junior colleges.	A bachelor's degree in psychology or sociology is customary for a job in this field. A master's degree in clinical or counseling psychology is helpful. People in this field should be energetic and able to work under pressure because they must organize and administer a wide variety of activities. They must have an interest in people and be able to get along with them easily.	These workers also are known as college placement officers. These workers frequently work more than 40 hours a week. The workload is especially heavy during the recruiting season.
Employment Counselors	Employment counselors help people who are looking for jobs. They interview job seekers to find out about their interests, training, work experience, and personal traits. Then they may suggest specific jobs and how to apply for them, or recommend job training. They also contact employers to find out what kinds of workers they need. Over half work in public employment service offices located everywhere in the country. Many work for private employment agencies. Some work for community agencies concerned with finding jobs for teenagers, ex-offenders, handicapped persons, older workers, and other people in special need of counseling.	Training requirements vary depending on the employer. A bachelor's degree generally is the minimum educational requirement, and many jobs require graduate courses in counseling plus counseling experience. Many agencies prefer to hire people with a master's degree in counseling or in a related field such as psychology or personnel administration. Persons who want to be employment counselors should have a strong interest in helping others make vocational plans and carry them out. They should be able to work independently and to keep detailed records.	Well-qualified counselors with experience may advance to supervisory or administrative positions in their own or other organizations. Some may become directors of agencies, or area supervisors of guidance programs; some may become consultants; and others may become professors in the counseling field.
Rehabilitation Counselors	Rehabilitation counselors help people who are mentally or physically disabled or emotionally disturbed. They give them the support and encouragement they need to live with a disability, learn a job skill, or adjust to a new way of life. Counselors may find jobs for disabled persons and follow their progress. Many counselors specialize. They may work exclusively with blind people, alcoholics, drug addicts, the mentally ill, or retarded persons. They work in rehabilitation centers, sheltered workshops, hospitals, and special schools and training institutions.	A bachelor's degree is the minimum educational requirement. The master's degree in rehabilitation counseling or vocational counseling often is preferred. A master's degree in psychology, education, or social work also provides a good background. Work experience in related fields is also an asset. Because they deal with the welfare of individuals, the ability to accept responsibility is important. Patience, the ability to motivate others, and emotional stability are important in dealing with severely disabled people.	Rehabilitation counselors generally work a 40-hour week or less, with some overtime work required to attend community and civic meetings in the evening.

Social Service Occupations

Occupation	*Nature and Places of Work*	*Training and Qualifications*	*Other Information*
CLERGY			
Protestant Ministers	Protestant ministers lead their congregations in worship services and administer the rites of baptism, confirmation, and Holy Communion. They prepare and deliver sermons and instruct persons who wish to join the church. They counsel church members, visit the sick, comfort the bereaved, and serve church members in many other ways. Most ministers serve individual congregations in churches throughout the country. Some work as chaplains in hospitals, prisons, and the Armed Forces. Still others work in social service agencies or community organizations that serve youth or families.	Educational requirements vary greatly among the various Protestant denominations. Many require a 3-year course of study in a theological school or seminary following college graduation. All ministers must be ordained by their denomination.	Persons who are interested in entering the Protestant ministry should seek the counsel of a minister or church guidance worker.
Rabbis	Rabbis are spiritual leaders for their congregations and teachers and interpreters of Jewish law and tradition. They conduct religious services, deliver sermons, visit the sick, help the poor, comfort the bereaved, supervise religious education, and involve themselves in community affairs. Rabbis serve congregations in all parts of the country. Some serve as chaplains; others work in Jewish community service agencies; still others teach Jewish studies in colleges and universities.	To become eligible for ordination as a rabbi, a student must complete a prescribed course of study in a seminary. Entrance requirements and curriculum depend upon the branch of Judaism with which the seminary is associated. Courses studied in Jewish seminaries generally provide students with knowledge of the Bible, Talmud, Rabbinic literature, Jewish history, and theology, and courses in education, pastoral psychology, and public speaking.	Nearly all rabbis serve Orthodox, Conservative, or Reform congregations. Persons who are interested in becoming rabbis should discuss their plans for a vocation with a practicing rabbi.

Occupation	*Nature and Places of Work*	*Training and Qualifications*	*Other Information*
Roman Catholic Priests	Roman Catholic priests attend to the spiritual, pastoral, moral, and educational needs of members of their church. They conduct religious services, administer the Sacraments, give sermons, visit the sick, comfort the bereaved, help the poor, and work on behalf of the community in many ways. Most priests serve Catholic congregations in all parts of the country. Some, however, teach or do administrative work instead. They work in Catholic seminaries, colleges and universities, and high schools; in Catholic social service and welfare agencies; and in missionary organizations.	Preparation for the priesthood generally requires 8 years of study beyond high school. Over 450 seminaries offer this training.	There are two types of priests: Diocesan and religious. Diocesan priests work individually within a parish, while religious priests work as part of a religious order. Young men interested in entering the priesthood should seek the guidance and counsel of their parish priest.
OTHER SOCIAL SERVICE OCCUPATIONS			
Cooperative Extension Service Workers	These workers conduct educational programs for rural residents. They give farmers technical advice; help farm families learn about home economics and home management; organize activities for youth; and help community leaders plan economic development. Extension workers usually specialize. They may deal primarily with farmers; with community leaders; or with youth.	Extension workers must have at least a bachelor's degree in their subject field. They often receive additional training on the job. They should like working with people and have a genuine desire to help them. A farm background is almost a requirement for agricultural extension workers. High school courses in English, public speaking, science, and math are helpful.	Most extension service offices are located in small towns. People who are good at teaching and getting ideas across, and who wish to live outside the city, may find extension work the ideal career.
Home Economists	Home economists work to improve products, services, and practices that affect the comfort and well-being of the family. Most home economists teach. Others do research or test products for business firms and trade associations. Still others do research or serve as consultants for agricultural experiment stations, colleges, universities, and private organizations. Some advise and counsel the public on home management, consumer issues, and family budgeting.	A bachelor's degree in home economics qualifies graduates for most entry positions in the field. A master's or doctor's degree is required for college teaching, certain research and supervisory positions, work as an extension specialist, and for some jobs in nutrition. The ability to write and speak well is important. High school courses in home economics, speech, English, health, mathematics, chemistry, and the social sciences are helpful.	Employment of home economists is affected by growing public awareness of the contributions that can be made by home economists in child care, nutrition, housing and furnishings design, clothing and textiles, consumer education, and ecology.

Social Service Occupations

Occupation	*Nature and Places of Work*	*Training and Qualifications*	*Other Information*
Homemaker-Home Health Aides	These workers come to people's homes and help with routine health care, shopping, cooking, cleaning, and many other everyday chores. Usually, their help is needed because the client is sick or disabled and has no family or friends to take care of these things. Sometimes, the client is a parent whose small children require care. Homemaker-home health aides are employed by public health and welfare departments, private health care agencies, and nonprofit community health or welfare organizations, such as visiting nurse associations. Some work for hospitals and nursing homes that have home care programs.	A high school education is recommended, but not required. Aides are trained on the job. A sense of responsibility, the desire to help people, and a willingness to perform hard work are important to this job.	Nursing students or college students in appropriate fields such as home economics or social work can often find summer work as aides.
Park, Recreation, and Leisure Service Workers	These workers plan, organize, and direct individual and group activities that help people enjoy their leisure hours. Most work for city and county park and recreation departments and State park systems. Others work for National Parks, the Peace Corps, Vista, Boys' and Girls' Clubs, senior centers, hospitals, private amusement parks, and apartment complexes.	A college degree in recreation and leisure services is an asset. Creativity, the ability to motivate people, and good health are useful personal attributes for potential recreation workers.	There are numerous opportunities for volunteer work in this field.

Occupation	*Nature and Places of Work*	*Training and Qualifications*	*Other Information*
Social Service Aides	These workers serve as a link between professional social workers or rehabilitation counselors and people who need help. They explain the services the agency provides, help clients fill out forms, and keep records. Aides often specialize. Their job titles reflect the kind of work they do: Income maintenance worker, casework aide, neighborhood worker, employment aide, chore worker, and homemaker-home health aide. Almost all work for social service agencies run by local health or welfare departments or by voluntary or religious organizations. Some work in hospitals, clinics, community health programs, schools, and public housing projects.	A high school education is recommended, but not required. Persons seeking jobs in this field should get along well with people and be able to work as part of a team. They should be tactful, courteous, and want to help others.	Opportunities for part-time work are very good.
Social Workers	Social workers help individuals, families, groups, and communities understand and deal with their problems. Most social workers are employed by social service agencies run by State and local governments; voluntary organizations such as the Salvation Army; and by religious organizations such as Catholic Charities. Some are college teachers, researchers, or consultants. Others are in private practice and provide counseling services to individuals and groups.	For many jobs, a master's degree in social work is required or preferred. This takes 2 years of study after college and includes a "field placement" that provides actual job experience. For other jobs, a bachelor's degree—in social work, psychology, sociology, education, or a related field—is sufficient. Many States require that social workers be licensed.	Students should get as much related work experience as possible during high school and college to see whether they are interested and able to do the work. Working part time as a social service aide is a good way to obtain this experience.

Answers to Related Occupations

MINISTER

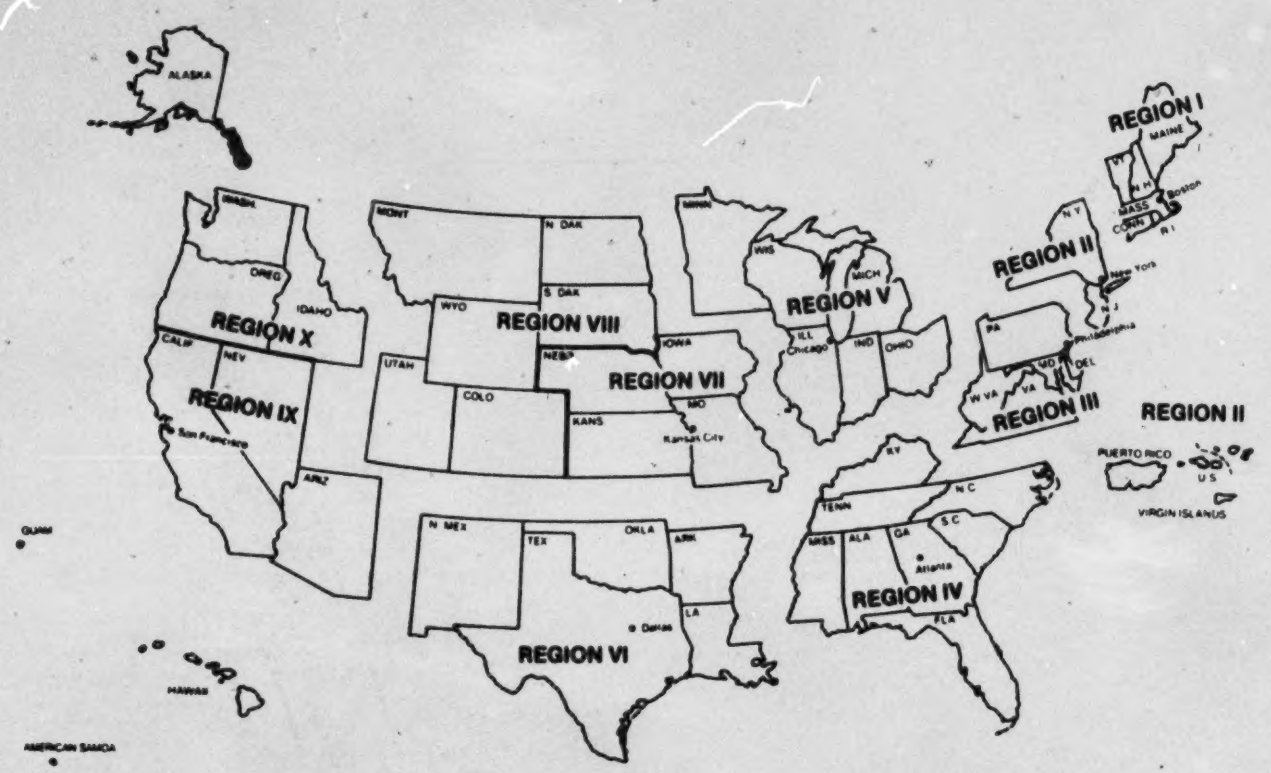
1. Rabbi, 2. Chaplain, 3. Social worker, 4. Priest, 5. Missionary, 6. School counselor 7. Christian Science practitioner, 8. Psychologist.

SOCIAL WORKER

1. Parole officer, 2. Recreation leader, 3. Caseworker, 4. Minister, 5. Probation officer, 6. School counselor, 7. Community organization worker, 8. Social welfare administrator.

☆ U.S. GOVERNMENT PRINTING OFFICE : 1980 O - 326-029 : QL 3

Bureau of Labor Statistics
Regional Offices



Region I
1603 JFK Federal Building
Government Center
Boston, Mass. 02203
Phone: (617) 223-6761

Region II
Suite 3400
1515 Broadway
New York, N.Y. 10036
Phone: (212) 944-3121

Region III
3535 Market Street
P.O. Box 13309
Philadelphia, Pa. 19101
Phone: (215) 596-1154

Region IV
1371 Peachtree Street, N.E.
Atlanta, Ga. 30309
Phone: (404) 881-4418

Region V
9th Floor
Federal Office Building
230 S. Dearborn Street
Chicago, Ill. 60604
Phone: (312) 353-1880

Region VI
Second Floor
555 Griffin Square Building
Dallas, Tex. 75202
Phone: (214) 767-6971

Regions VII and VIII
911 Walnut Street
Kansas City, Mo. 64106
Phone: (816) 374-2431

Regions IX and X
450 Golden Gate Avenue
Box 36017
San Francisco, Calif. 94102
Phone: (415) 556-4678